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The Quest to Increase the Quality of High Impact Practices: Supporting and Preparing Students
for Internship Experiences

A Thesis

Presented to the Faculty of the
Department of Educational Foundations and Policy Studies
West Chester University
West Chester, Pennsylvania

In Partial Fulfillment of the Requirements for the
Degree of
Master of Science

By

Leslie McGowan

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Abstract

High Impact Practices include opportunities or experiences students participate in during the college career that can have a greater impact on learning and can increase student engagement and retention rates. The number of students participating in these practices is increasing and some institutions are requiring students to participate in a high impact practice as a requirement to graduation. For these practices to be meaningful experiences for students, they must be done well. Thoughtful planning, implementation, and evaluation are important components to increasing quality of these experiences. Internships, are just one of the many high impact practices that students can participate in. One starting point to increasing the quality of internship experiences is providing students with knowledge early in their college career to learn about the internship process. Preparation can include a review of on campus resources, career exploration, as well as risks, financial or legal, that can be associated with student involvement in an internship. An intervention will be presented in the form of a six-part module that students will complete if they are enrolled in a degree program with an internship requirement. Early preparation and ongoing support will provide students the opportunity to make informed decisions and ensure they have resources to succeed. While student preparation and support are only one starting point to create quality experiences, future research is needed.

Keywords: High Impact Practices, internships, student support, experiential learning

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Chapter One

Introduction

A survey conducted by the National Survey of Student Engagement (2019) noted that 48% of seniors were currently participating in or had completed an internship (Participation in High Impact Practices by Student Characteristics, 2019). Internships are one of the many educational practices deemed as a “high impact practice” that can significantly increase student learning outcomes and cultural competence while leading to greater retention and engagement rates. Students are eager to explore and take on paid and/or unpaid internships to gain hands-on experience, expand their network, and increase employability after graduation. However, concerns are being raised over access, equity, and quality of internships.

The National Association of Colleges and Employers (NACE) defines an internship as:

A form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting.

Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. (Position Statement: U.S.

Internships, n.d.)

While at first straightforward, after further reflection the definition begins to crumble. An internship can also be synonymous with applied learning, field practicums, co-ops, clinical placements, field placements, or student teaching. Internship can also fall under phrases such as High Impact Practices and Experiential Learning Opportunities. For the context of this thesis, the term “internship” will be used to cover all the synonyms above and will extend to all learning activities outside of the classroom that results in course credit. This thesis explores internships as

a high impact practice, implications students can experience by completing an internship, and an intervention on how institutions can support students from the beginning of their academic career.

The Way to My Concern

I believe in the power of experiential education and that students learn best by doing. After graduating from college, I took my first full time position as a Volunteer Director and coordinated volunteers and supervised college interns in a statewide nonprofit serving school aged youth in a variety of afterschool activities. Over time, I had the opportunity to see countless interns thrive and continue their career in human services. In contrast, I have seen students realize during their internship that they are better suited or more interested in another major or career path. Typically, internships for credit are taken by students during the third or fourth year of college, which is a late point in a student's career. By this time, changing a major can cause a student to extend their graduation, take on additional courses, and potentially increase the burden of debt.

Throughout my time as a Volunteer Director, I worked to recruit, screen, train and supervise student interns. The first two interns that joined under my supervision were two seniors (Samantha and Lucy) from different universities, both majoring in Human Services. The purpose of the internship was to expose students to the many facets of a nonprofit, provide direct support to our afterschool program, and assist with educational programming. After the first few weeks into their internship, Samantha was engaged, enthusiastic and quickly learned the names of the kids in her group. On the other hand, Lucy was quiet and often needed to be prompted about her day to day tasks. For a collaborative project they were working on, Samantha expressed that she felt like she was doing most of the work and Lucy was just agreeing to her ideas.

It wasn't until one of our last meetings as we reviewed the end of semester evaluation that Lucy opened about her experience. She expressed that this was an uncomfortable environment for her. It was fast-paced and an environment where there was no "off" switch or down time. We worked in a large building that loudly echoed with voices of the 100+ youth that came in every day. Additionally, Lucy had been in a car accident during the semester and struggled to find consistent transportation. Because of the accident she also faced significant financial hardship over the semester. Balancing school and her internship left her little time in her schedule to fit in a part time job. The internship was a requirement for graduation that was just a few weeks away. She expressed that this experience made her realize that may not be a good field for her and she was uncertain of what her next step would be.

Over the next eight years, the most interesting aspect about this work was the spectrum of students I encountered. From completely engaged, to ambivalent, to totally disengaged, I saw a wide array of involvement. Lucy would be my first disconnected intern, but not the last. Some would come in, do their time (sometimes well, sometimes not), and leave. Other students would come each day, give 110%, stay late, recruit their friends to volunteer, and come back when their hours were over. This internship experience also allowed students to realize first hand whether this was or was not their passion. On top of trying to make the best decision for their future, I saw many students struggle to balance personal, academic, and employment obligations while trying to meet their unpaid internship hours requirement.

Internships in Higher Education

My takeaways from my personal experiences, the community partner aspect of internships, and my current lens as a graduate student has led me to take a deeper dive into internships in higher education. In my experience, I agree that internships are highly impactful

practices and that students should take advantage of the opportunity, early in their career, and as often as possible. However, not all internships are created equal. The quality of internships is important to student success. Additionally, students come into higher education and even their internships at different points of their life with varied lived experiences. Life experiences and possible barriers should also be considered when students are entering internships and can some impact on perceived quality. From community partner education to student preparation that are many facets that can contribute to quality of these experiences.

More and more institutions are putting an emphasis on increasing the number of high impact practices (e.g., internships) available to students and some are requiring students to participate in a high impact practice as a requirement to graduate. For example, in 2016, the University of Georgia began requiring all incoming freshmen to complete an experiential learning opportunity to graduate (Experiential Learning – University of Georgia, 2018). While this does not have to be specifically an internship, students are required to complete an “approved” activity outside of the classroom.

Another example includes the Governor of New York recently adding funds to the state budget to expand applied learning opportunities to students in the City University of New York and the State University of New York. The plan entails that opportunities will now be available for all students in addition to a funding feasibility study to determine if it should become a graduation requirement for all students. As of now, 40% of all programs required an applied learning experience as a graduation requirement. (Experiential Learning – The City University of New York, 2018). These are two very large institutions that has an impact thousands of students. This expectation is on the rise and is expected to continue.

The concept of “learning by doing” has evolved over time and researchers have been exploring impact for centuries. During the early twentieth century John Dewey was an advocate for hands-on learning and believed that students needed to interact with nature and their environment to adapt and to learn. Dewey (1916) noted that education as a social function is a “fostering, a nurturing, a cultivating, process” (p. 10). David Kolb’s Experiential Learning Theory (ELT) defines learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 1984, p. 41). In addition, student development theory also supports the needs for students to learn by experience. Astin’s (1984) Theory of Involvement states that students need to be involved to make sense out of life. Combined, experiential learning is a powerful component in education.

While there is significant research to attest that experiential learning is important to teachers and learners (Kolb & Kolb, 2011), recent research published by the Association of American Colleges and Universities (AAC&U) suggests an importance to delve deeper into how experiences are developed and executed. Kuh (2008) noted that “... to engage students at high levels, these practices must be done well” (p. 20). It is not enough that experiential learning opportunities are being offered, or that they exist, but that quality is important for all stakeholders involved.

Conclusion

The landscape of higher education has continued to shift towards increasing high impact practices for students in recent years with 48% of seniors were currently participating in or had completed an internship in 2019 (Participation in High Impact Practices by Student

Characteristics, 2019). Many institutions and accreditation bodies view internships as a signature pedagogy and are often a requirement for graduation. However, time and preparation need to be devoted to preparing students to enter their internship placements in addition to onboarding partner agencies to work with and supervise students. The remainder of this thesis will provide context around high impact practices, and specifically internships, interventions to improve internships, and risks associated with student participation.

Given the emphasis of internships in higher education, my goal is to increase support and preparation to both students and community partners. In Chapter Four, I offer an intervention to assist students to explore their major and learn about the internship process to ensure their preparation before beginning an internship. The purpose of the intervention is to increase equity of internship possibilities, ensure students are prepared, and systems are in place to support students throughout their internship.

Chapter Two

Internships are considered high impact practices that can significantly increase student learning outcomes, cultural competence, and lead to greater retention and engagement rates. Students are eager to explore internships to increase experience, begin their network, and to make themselves marketable for a future career. However, concerns are being raised over access and quality of internships.

I have had the experience to see impacts, both positive and adverse, internships have on students. I believe transparency, along with early and ongoing education, can have a positive impact on internship outcomes on behalf of students and community partners. Drawing from student development theory, experiential learning theory, and the history of higher education, I aim to provide context around the importance of high impact practices, specifically internships, in this chapter. In turn, I will provide an intervention that will prepare and support students throughout the internship and increase onboarding practices and quality of internships.

Conceptual Framework

Many different philosophical approaches influenced higher education during the Twentieth century. While knowledge was the primary goal of higher education, pragmatism began to inch its way into guiding principles of colleges and universities (Dewey, 1938). Around 1890, the extra curriculum entered higher education. While at that time, the extra curriculum referred to outside classroom activities such as social clubs, athletics, and fraternities (Rentz & Howard-Hamilton, 2011). This shift in higher education gave way to an insurgence of staff dedicated to supporting students. Student personnel were, “committed to the holistic development of students and held an unshakeable belief in each student’s potential for growth and learning” (Rentz & Howard-Hamilton, 2011, p. 44). This increase in staffing began the

evolution of student affairs work and the recognition that life outside of the classroom is important to student development.

Various theories related to student development emerged and offered additional perspectives on the importance of student affairs work. The overarching theme of Astin's (1984) involvement theory is that students have a need to be involved that helps them make sense out of life. Essentially, the more effort and energy one puts in, the greater the reward or benefits one will receive. Astin (1984) states, "the greater the student's involvement in college, the greater will be the amount of student learning and personal development," (p. 529). Student involvement can include participation in extracurricular activities and interactions with peers and institutional personnel. Another relevant framework is Kolb's (1984) Experiential Learning Theory (1984) that introduces a four-part cycle to conceptualize the creation and meaning of experiences. Learners that progress through the cycle components deepen learning and can integrate knowledge into their daily life and future experiences.

Definition of Terms

Internship

"An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent." (Position Statement: U.S. Internships (n.d.), para 5)

Community Partners

Organizations, nonprofits, schools, or any businesses that have a relationship with the university that provide internship opportunities for students for academic credit.

Experiential education

Experiential education, which takes students into the community, helps students both to bridge classroom study and life in the world and to transform inert knowledge into knowledge-in-use. It rests on theories of experiential learning, a process whereby the learner interacts with the world and integrates new learning into old constructs (Eyler, J., 2009).

High Impact Practices

Practices that educational research suggests increase rates of student retention and student engagement and include but not limited to: First Year Seminars and Experiences, Learning Communities, Undergraduate Research, Service Learning, Internships, Capstone projects (Kuh, 2008).

Experiential Learning Theory

“Learning is the process whereby knowledge is created through transformation of experience” (Kolb, 1984, p 38). Kolb outlines a cycle consisting of four components (experience, observation, conceptualization, and experimentation) that lead to effective learning.

Extra Curriculum

The reference to activities students participate outside of the classroom that contributes to student development and can include, for example, social clubs and athletic organizations.

ACPA/NASPA Competencies

College Student Educators International (ACPA) and Student Affairs Administrators in Higher Education (NASPA) are two professional associations aimed at supporting Student Affairs Educators. The two organizations recently collaborated on the creation of competencies

for the profession. These competencies are broadly defined and set the standard for the knowledge and skills that are expected of professionals in the student affairs field. As an intervention to support students, I propose an online pre-internship module for students. Upon admission into a program that requires an internship to graduate, students will participate in a series of online units that will better prepare students for the internship process, hidden costs, and resources available. In researching content for the modules Law, Policy, and Governance competency is covered when reviewing the Department of Labor standards, definitions, and legal implications for internships. Student Learning and Development along with Technology will be explored in the creation and dissemination of the modules which will be housed in an institution learning management system. Lastly, Leadership along Personal and Ethical Foundations are also rooted in student support and providing the best learning experiences for students (Professional Competency Areas for Student Affairs Educators, 2015).

Conclusion

Internship experiences can have positive impacts on student engagement especially when they are done well. From philosophy of progressive education to student involvement theory and experiential learning theory, there are several approaches that support and reinforce the important of learning by doing. Definitions listed in this chapter can be referenced throughout the remainder of the thesis. In the next chapter, best practices regarding internships will be reviewed and an intervention to support and prepare students for these experiences will be proposed.

Chapter Three

Introduction

“Learning is the process whereby knowledge is created through the transformation of experience,” (Kolb, 1984, p. 41). Learning through hands-on experience has grown from a progressive educational philosophy to a common pedagogical component in higher education today. This has led to the adoption of a variety of opportunities for students to participate in that bridge the curricular with the extracurricular. Whether for academic credit or self-exploration, students are participating in various high impact practices such as internships, study abroad, and service learning opportunities more now than previous generations. As participation in these activities is increasing, some institutions are calling for students to engage in at least one of these high impact practices as a graduation requirement. With this increase, the quality of these experiences is an important component in creating meaningful educational experiences for students.

There are many internal and external factors that contribute to the quality of internship programs that institutions need to review and take measures to address. In this chapter I present an overview of the importance of high impact practices in higher education and a focus on the components of internships to be considered to prepare and support students. An intervention program, presented in Chapter 4, will provide example modules that students should participate prior to entering their internship as a required piece to degree completion.

Conceptual Framework

Educational Philosophy

Learning by experience is key to a deeper understanding and connectivity to objects, oneself, and the world. Experiences allow insight into different cultures, populations, and

settings. Opportunities to participate in learning experiences can happen outside one's community, state, or country. As a result, students establish relationships, foster collaboration, and create a network through these experiences. Working with others increases one's social network and can provide a web of long term mutually beneficial relationships.

Progressive educational philosophy, experiential learning theory, combined with recent research, highlights the importance of experience in education. Research also shows a positive impact on student engagement and retention rates (Kuh, 2008). Therefore, it is beneficial for institutions to increase the number of experiential learning opportunities on campuses, inform students of the benefits of participation, and provide an environment that prepares and supports students to engage in experiential learning opportunities regardless of field of study or barriers.

Dewey's (1938) philosophy called for an educational experience that strays away from "traditional" and moves towards a "progressive" education. According to Dewey, traditional education is, "acquisition of what already is incorporated in books and in the heads of elders" (1938, p. 5). Traditional education, he argued, was rigid, neglected to account for the learner, and was a simple transfer of information. Students were expected to be orderly and obedient in their learning. Dewey continued to explain that progressive education calls for the acknowledgment and integration of experience, both current and previous, as an integral component of learning. By incorporating these concrete experiences, it would expand one's learning and understanding to make connections to the world. In this scope, students can be an active participant in their own learning. Progressive education also took into consideration that society changes over time and that education needed to keep pace with the evolution. Dewey writes "to a large extent the cultural product of societies that assumed the future that would be must like the past, and yet it is used as educational food in a society where change is the rule, not the exception" (1938, p. 5).

Institutions of higher education need to continually adapt academics to changes in society and to the needs of students.

There can also be miseducative experiences. Dewey (1938) writes that “the belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educated experiences” (p. 13). While experience in education is important, students will not always have the same learning experience. He continues: “It is not enough to insist upon the necessity of experience, nor even of the activity in experience. Everything depends upon the quality of the experience which is had,” (Dewey, 1938, p. 16). Educational experiences are those that promote growth and will provide the foundation for continued learning. In the following section I examine experiential learning theory as a useful framework for supporting progressive education.

Theoretical Framework

Kolb’s (1984) Experiential Learning Theory (ELT) argues that learning from experience is an integral part of adult learning today. Experiential Learning Theory is a cycle of learning that opposes the linear style of learning or “traditional” transference of knowledge from teacher to student. ELT uses four components to synthesize the knowledge gained by experience: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The cycle begins with an experience and once complete, the learner will review and reflect on their experience. Next, the learner conceptualizes what was learned from the experience and then uses or experiments with the knowledge gained. Not limited to students, ELT is a learning process that can be applicable to groups as well as individuals and across all fields and specifically adult learners (Kolb, p. 13).

The educator's role in ELT is to facilitate the learning process, ask probing questions, while providing additional theories and concepts to engage students in deeper learning. This, in turn, allows for each experience to be educational for both the educator and the learner. By engaging, reflecting, thinking, and acting, each learner can have a different experience and pull different meanings based on their current and previous life experiences. Additionally, educators and learners can continue to expand the learning process by exploring these experiences, reflecting with one another, and gaining knowledge through a lens that differs from their own. While traditional learning happens only in a classroom, ELT can be used to make meaning of experiences both in and outside of the classroom (Kolb & Kolb, 2017). An important component of ELT is to create conversation and engage in reflection to ensure students are moving along the cyclical model. I turn next to an exploration of student development theories relevant to my research.

Student Identity Theory

Drawing on Astin's (1984) involvement theory, students have a need to be involved which helps make sense out of life. Essentially the more effort and energy one puts in, the greater the reward or benefits one will receive. Student involvement can be viewed in a variety of ways such as participation in extracurricular activities, interactions with peers and institutional personnel, and input to academic work. Astin (1984) states, "the greater the student's involvement in college, the greater will be the amount of student learning and personal development" (p. 59). In turn, it would be wise for institutions to educate students on the benefits of these practices and to increase the number of high impact practice opportunities on campus to increase student involvement.

In addition to being involved, students thrive when they feel like they matter. Schlossberg's theory of Marginality and Mattering are also key. "Feelings of marginality often occur when individuals take on new roles. Especially when they are uncertain about what the new role entails", while "Mattering is our belief, whether right or wrong, that we matter to someone else" (Patton et. al., 2015). Schlossberg (1989) notes that mattering includes attention and feelings of importance which are key to students feeling like they belong. Students engaging in new experiences for the first time, especially internships, can experience a variety of emotions and many questions can arise. The feeling of marginality can lead to a feeling of self-consciousness and isolation. When students feel like they matter they have a sense of empowerment and belonging. Creating a culture of mattering can increase motivation and help students achieve their goals. "The creation of environments that clearly indicate to all students that they matter will urge them to greater involvement... Clearly, institutions that focus on mattering and greater student involvement will be more successful in creating campuses where students are motivated to learn, where their retention is high, and ultimately, where their institutional loyalty for the short-and long-term future is ensured" (Schlossberg et. al., 1989). Internships and other high impact practices engages students and makes them feel involved. Before examining the current state of my concern, I briefly summarize the historical context of extracurricular activities.

Historical Context

Higher education has gone through changes since its origination and many of those changes have included taking a more holistic view of student development. Humans are social beings and community is a component to life and learning. Co-curricular activities, those outside of the classroom, became important to higher education and made way for creation of functional

areas and new roles for staff on campus (Rentz & Howard-Hamilton, 2011). From the beginning of clubs and sports, the extra curriculum has evolved with the changing demographics of students, and now these out of classroom experiences, such as internships, have found their way into the curriculum.

Beginning in the late 1800s a new element entered higher education: the extra curriculum. At that time, the extra curriculum referred to outside classroom activities such as social clubs, athletics, and fraternities (Rentz & Howard-Hamilton, 2011). Institutions were beginning to support the student outside of classroom activities in addition to academic study. The emergence, popularity, and organizational needs of these social activities eventually opened the door to the hiring of staff dedicated to supporting students throughout these endeavors. Student Affairs personnel were, “committed to the holistic development of students and held an unshakeable belief in each student’s potential for growth and learning” (Rentz & Howard-Hamilton, 2011, p. 44). Student Affairs personnel are dedicated to the growth and development of students in activities that connect with their academic learning. These out of classroom opportunities allow students to expand social skills “as they moved toward personal and social maturity” (Rentz & Howard-Hamilton, 2011, p. 50).

The profession began to grow as did scholarly articles and national organizations aimed towards supporting these professionals, which began to improve and regulate the profession. J. A. Humphreys, a Dean of Personnel Services, proposed five guiding principles as the foundation to Student Affairs work. One of the five included “College personnel work is not an activity set off apart from the education process of the college. True personnel work functions as a part of the educative process,” (Rentz & Howard-Hamilton, 2011, p. 45). This principle acknowledges that support for students outside of the classroom is as equally important as the academic

support. The extra curriculum has evolved based on the needs of society and the changing demographics of students entering college.

Higher education is seeing a much different student body than in the past. Generation Z, students born after 1996, are attending college at higher rates than before and are also the most ethnically and racially diverse generation (Parker et al., 2019). These students are “more likely to engage in behaviors related to social justice issues (including voting, community service, protest and demonstration, and discussion of social and political issues different from their predecessors” (Dolan & Kaiser, 2014, p. 236). As the needs of students continue to change, higher education must evolve to meet those needs. Students entering college today are more engaged in social justice issues and they are expecting to be an active participant in their own learning. Institutions should be ready for ways to active engage students on campus and in their community.

While the extra curriculum began with the creation of clubs and student organizations and related to all activity outside of the classroom, it eventually found its way into the curriculum. Given the social nature of volunteering and services learning, experiential learning activities can “live” in both the academic and student affairs realm. Activities that are typically “outside” of the classroom are now often being mandated and increased among college campuses. Some experiential learning activities are also referred to as high impact practices or activities that have been proven to increase student engagement and retention. High impact practices can include internships, first year experience and service learning activities, among others (Kuh, 2008).

For some academic departments an internship, volunteer activity, or experiential learning activity can be mandated as a program or graduation requirement. For example, three large

institutions including the University of Georgia, City University of New York, and the State University of New York are beginning to require students to complete a high impact practice as a requirement to graduate (Experiential Learning – University of Georgia, 2018). Elon University is another institution that has an “experiential learning requirement” (ELR) in place since 1994. Since then they have increased the number of ELR’s to two for all students prior to graduation. (Coker & Porter, 2015).

A survey conducted by the National Survey of Student Engagement (2019) noted that 48% of seniors were currently participating in or had completed an internship (Participation in High Impact Practices by Student Characteristics, 2019). Students are participating in these activities at a higher rate than ever before. Given this increase institutions need to provide support and preparation for students to participate in quality experiences. Student Affairs work is crucial to student support and student identity theories show how important additional support can be to student success.

Current State of the Concern

While there are a variety of internal and external factors that go into implementing high quality programs, this thesis specifically looks at internship experiences. The purpose of this thesis is to provide context around the importance and benefits of high impact practices and ways students can be supported prior to and upon entering internships. Many internships are culminating experiences at the end of a student’s career, however much preparation is needed leading up to that point. Ensuring students are prepared and supported is just a starting point or one component in creating quality experiences.

The Center for Research on College-Workforce Transitions in Wisconsin takes aim at researching internships in higher education and notes, “Evidence is also growing that the quality

of internship programs is mixed, that opportunities may be inaccessible to low-income and working students, and that some organizations lack the resources and expertise to implement high-quality programs” (Center for Research on College-Workforce Transitions, n.d.). Dewey (1918) references the importance of quality experiences in his description of progressive educational philosophy. Kuh (2008) notes in their research that high impact practices (HIPs) must also be done well for positive impact.

George Kuh, in conjunction with the Association of American Colleges and Universities (AAC&U) and data collected by the National Survey of Student Engagement (NSSE), published a report in 2008 on high impact educational practices (HIPs). HIPs might include service learning, study abroad, internships, and volunteering. The report notes student participation in high impact practices can raise students' level of learning. This research also showed that participation in high impact practices can also lead to “increased rates of student retention and student engagement” (Kuh, 2008, p. 9). Outlined in this research were ten high impact practices which include first year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, internships, and capstone courses and projects. These practices have been proven to have the most impact on students.

Why are high impact practices so effective for students? Kuh (2008) offers many ways that HIPs are impactful to student success. First, students participating typically are devoting great time and effort. The more involved and the more time spent deepens learning. Secondly, these experiences typically create a collaborative interactive environment (with experts in the field or peers) over an extended time period, enabling the development of relationships. Third, participation in HIPs increases the likelihood of students interacting with and/or working

alongside people who are different from themselves, exposing students to diversity. Fourth includes intentional feedback and supervision. It is a key component that supervisors provide students with constantly guidance and feedback. This ensures that students can learn on the spot, accept constructive criticism, and can adapt their behavior. Fifth, the opportunity to engage in learning outside of the classroom allows students to connect theory to the real world and makes experiences meaningful. This allows students to see what happens in real time practice and can sometimes lead to an immediate gratifying experience. These can be life changing to students and can position them to better understand themselves in relation to others and the world (Kuh, 2008, pp 14-17).

Kuh (2008) note that any student engaging in a high impact practice will reap some positive effects. While first generation and underserved students are less likely to participate in high impact practices, “historically underserved students tend to benefit more from engaging in educational purposeful activities than majority students” (2008, p. 17). The same goes for students that enter college at a lower achievement level than their peers. Engagement and persistence are also positively correlated to students that participate in high impact practices. Their research also suggests that student participation in at least two high impact practices throughout their undergraduate program leads to the highest impact (Kuh, 2008).

Another research study conducted by McNair and Finley (2013) in conjunction with the AAC&U provides a necessary continuation to Kuh’s (2008) work. This study confirmed that students that participated in any single high impact practice (any of the 10 acknowledged by Kuh) perceived their learning significantly more positively than students that did not participate (Finley & McNair, 2013). They also confirmed that, “students’ views of their learning benefit from engagement in multiple high-impact practices, whether students are underserved or

traditionally advantaged” (Finley & McNair, 2013, p. 20). This reiterates Kuh’s (2008) research on the importance of student participation in these activities.

Soria & Johnston (2017) also explore the relationship between students participating in high impact educational practices and their self-reported leadership skills and multicultural competence. Their study found that students participating in high impact practices were associated with higher leadership development skills and multicultural competence compared to their peers without such experiences. While research exists about the benefits of internships, these practices “must be done well” (Kuh, 2008, p. 20). While there are a variety of aspects to creating quality experiences, I will review items to consider in creating quality internships.

Steps to Creating Quality Experiences

Jordan (2016) discusses ways to enrich HIPs. To begin, it is the institution's responsibility for providing resources and support to students and partner sites throughout the relationship. From setting expectations prior to an internship, to providing ongoing guidance throughout, to establishing an ending or exit process—are all key to framing a meaningful experience. Next, supervision is a vital component to success for a student. “Effective field supervisors will not merely be supervisors and mentors, they will also be teachers” (Jordan, 2016, p. 370). Supervision, mentoring, and teaching provides much needed support to the student and their individual learning needs. Supervisors also need to be comfortable providing timely and direct feedback. Another point that is noted is that supervision should be shared between the community partner supervisor as well as the faculty in the classroom. This dual supervision method will increase knowledge of themes taught in the classroom as well as those being experienced in the field. The last point notes that faculty and site supervisors need to work

closely as supervision is a vital component of the learning process. Supervision works best if structured and can take on a mentoring relationship (Jordan, 2016).

Next, Jordan (2016) reviews another important aspect of a successful student internship: preparation. Institutions need to prepare students before entering their internship. Preparation can look different depending on the nature of the academic program. Some overarching points to prepare students can include: reviewing professional behaviors in the workplace, time management, risks and legal liabilities associated with internships, as well as clearance requirements and onboarding processes. Identifying risks, liabilities, and awareness of relevant state and federal laws can be difficult for students to understand but important to be aware of. While each student will have a different experience based on their degree program there can be risks involved when working with finances, or with the elderly, or in hospitals or schools. Acknowledging and identifying these items can help maximize students learning experience while minimizing risk. Oftentimes internship experiences include progressively challenging work which could increase risk as well (Moorman, 2004). Throughout the working relationship, institutions, students, and community partners need to be in constant communication.

One way institutions can begin to prepare students for internships is by assessing community partners. According to Liliana-Viorica (2012), some questions to consider include: Are students paid or unpaid? What clearances or types of insurance will students need to enter their internship? How are records being stored to keep confidentiality in mind? What are the potential risks for students? How safe is the agency and the surrounding neighborhood or location? (Liliana-Viorica, 2012, p. 50). In addition to these questions, Liliana-Viorica also suggests a variety of techniques to put into place prior, during, and after the internship experience.

Annually, orientations need to be conducted for all stakeholders including students, faculty supervisors, and community site supervisors. A program mission, vision, culture, items of safety, risk, and emergency procedures all need to be reviewed in an orientation. Students that have previously completed internships can and should be encouraged and invited to participate in orientation sessions for students to share their personal experiences and advice. Visits to community partner sites, by a representative of the institution, are strongly encouraged to vet the site and to be sure that site continues to be suitable. Open and frequent communication between sites and institutions can also help mitigate any potential legal or safety issues. Additionally, documentation of these practices or a written handbook is key to keeping consistent policy and should be distributed to stakeholders (Liliana-Viorica, 2012).

Legal Implications

In addition to orientation and preparing students and community partners for the internship experience, institutions will ideally have a legal agreement in place between the university and partner site. Agreements include responsibilities of each party involved. Some programs may want an additional document to cover the specific duties of the student learning experience to even further clarify responsibilities. While this would not be an official legal document and would not prevent legal liability, it could be a way to track and document internship learning outcomes (Moorman, 2004). Agreements and tracking documents should be frequently revisited to keep current with all federal or state laws.

Another important piece to identify prior to the start of an internship is if a student will be paid or unpaid. “It is estimated that half of students completing internships are doing so without pay” (Shular Svacina, 2012, p. 77). The Fair Labor Standards Act of 1938 (FLSA) applies to for-profit partners and essentially requires employers to pay their employees. Student interns may or

may not be considered employees if certain criteria are met. Courts have used the “primary beneficiary test” to make the determination to see who is the “primary beneficiary” of the relationship. According to the Department of Labor website, the following seven criteria have been created to assist in distinguishing an intern from an employee (Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act, n.d.) (See Appendix A).

If it can be proven that a for-profit business is providing an experience for a student intern and through this test it is determined that the intern is technically an employee, the student intern could be eligible to receive minimum wage in addition to overtime benefits. While this test is not exhaustive all situations are handled on a case by case basis (Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act, n.d.). This information may be advantageous to students depending on their degree of choice and so students understand their rights prior to entering an internship.

Another law that can protect students is Title IX, which is enforced on campuses and covers educational programs. The Department of Education website states under Title IX that, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” (Title IX and Sex Discrimination, 2018). Are internships considered educational programs? Unfortunately, harassment can happen anywhere even for student interns. In one example, a student was being harassed in their internship position in a newsroom. The internship opportunity was required for the student to graduate, the student was paying tuition, receiving credit for a course, and a faculty member was assigned to the student for supervision. Based on all those factors, the internship did contribute to being an “educational program” so students participating in internships are covered by Title IX (Bowman et. al, 115).

To help mitigate risk, students should be aware of resources available to them if they experience any harassment or discrimination in their internship.

In addition to discrimination and harassment, liability is another area of concern for student interns. One aspect of liability includes injuries sustained or caused by interns. To get ahead of potential liability issues, institutions need to consider if the partner site is a safe environment for students. “Institutions of higher education must use reasonable care to prevent foreseeable danger, including violence” (Lake, 2011, p. 172). That resonates in the case of *Nova Southeastern University v. Gross*, regarding a student who was assaulted in a parking lot while leaving her internship. This case went to court to determine whether the institution could be held liable for assigning a student to a “dangerous” placement location (FindLaw's, n.d.). It was decided that institutions do in fact have the duty to inform students and make some effort to avoid placing students in potentially dangerous locations (Moorman, 2004). Student safety is of utmost importance when taking on an internship.

Based on these risk factors, internship programs, in conjunction with the guidance of faculty and staff, will need a vetting policy and procedure for internship positions and sites. A recent news article (Bauer-Wolf, 2018) highlighted an institution that was approving hundreds of internship and job postings on their online career portal website. One student reports their experience of searching and applying for an internship. The internship was remote and there were several red flags that appeared that made the student wary. Eventually the student realized the company was not legitimate and could exit the internship without harm. Once this news reached the career services team, the institution created a policy for vetting of new employers and positions (Bauer-Wolf, 2018). It is best to be proactive in preparation. If community partner

sites are reaching out to the institution with internship positions, the institution needs a vetting policy in place to review the company and the positions for legitimacy.

Internally, internship programs need to evaluate their program in addition to reviewing their documents and practices. This regular evaluation can ensure that program documentation is up to date, policies are enforced and clearly communicated, proper sites are being recruited, and supervision procedures are being followed (Moorman, 2004). To see all perspectives, all stakeholders including students, staff, faculty and partner sites will need to be involved in the evaluation. Lake (2011) discusses risk management in his book and one of his recommendations from a recent white paper includes,

Develop a culture of evaluating and identifying risk at multiple levels. Presidents and board members rarely see the first warnings of risk. Institutions need to identify and assess risks regularly at multiple levels so that the most critical ones filter up to top decision makers. (162)

Effective planning, along with consultation with other institutions and internal college partners can help institutions develop and minimize risk for all participants while maximizing student learning for students. Researching and attempting to mitigate risk is one aspect that can help students succeed in their internship.

Student Preparation and Support

While preparation is extremely important for student success, sufficient education and preparation will not always guarantee student success. At present, high impact practices are not equitable for all students. In recent years, there has been an increase of adult learners returning to college which may have other priorities including full time employment or caring for families. Transportation, childcare, employment, criminal background, and financial or housing

insecurities can all be barriers for students, and even more so for those students required to participate in experiential learning opportunities outside the classroom.

Recent studies conducted by the Hope Center for Community and Social Justice shows that 39% of student respondents reported being food insecure in the past 30 days. Food insecurity is defined as “the limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner” (The Hope Center for College, 2020). Also reported is that 46% of student respondents reported being housing insecure within the past year. Housing insecurity, “includes a broad set of housing challenges that prevent someone from having a safe, affordable, and consistent place to live” (The Hope Center for College, 2020). If students' basic needs are not met, it will be impossible to thrive in high impact practices. On campus resources should be compiled, readily available, easy to access, and updated regularly. Encouraging other students to share their experiences can help reduce stigma and allow students to feel comfortable accessing resources.

In addition to basic needs, students have also noted additional barriers that impede their ability to successfully complete or participate in internships. These obstacles can include, “limited time and money, competing priorities, and inadequate social support networks” (Finley & McNair, 2013, p. 31). Additionally, lack of guidance or advising was also noted by students as a barrier to participation in high impact practices. General lack of information of high impact practices, what they are, why they are important led to students not participating. As noted earlier, Elon University requires its students to participate in two experiences prior to graduation. Elon has noted targeted advising can make a difference in increasing participation and access to resources that can enable student involvement (Coker & Porter, 2015). Preparation is pertinent here. Institutions can address such concerns by increasing awareness of such programs along

with their benefits. The next Chapter will review a proposed intervention that will prepare and support students to enter their internship.

Institutions need to be aware of external factors and make reasonable efforts to assist students in their educational and professional goals. Partner organizations often have various onboarding policies. Some partners may require students to obtain background checks, drug screenings, insurance, vaccinations, and or other screenings (Center for Research on College-Workforce Transitions, n.d.). The upfront and often expected costs of these clearances can hinder students from participating in an internship or can impact their chances of obtaining a competitive position with a prestigious partner. Institutions can assist students by compiling a list of on campus resources to share with students prior to entering their internship. Students can be directly connected to a resource such as college emergency funds, alumni mentorship, scholarships, career closets, or food pantries. Barriers can ultimately impact student success, especially for students completing an internship in addition to their typical course load (Center for Research on College-Workforce Transitions, n.d.). While this will vary by institution, it is important to assess the current student body and listen to current student voices to determine barriers within an institution and how to address them.

In Chapter 4, a program intervention will be proposed. An internship preparation program has been designed as just one step in creating quality experiences for students. A six-part module has been created to implement to students whose majors require an internship as a graduation requirement. The modules cover career exploration, time management, legal implications, internship search strategies and more. The purpose of the intervention is to provide students with knowledge and support to be prepared to enter their internship. The intervention and basis of this thesis was informed by my own experiences with internships.

Personal Internship Experience

I have personally participated in several internships as well as service learning activities as an undergraduate and graduate student. I agree that these experiences have had significant impacts on my education and have been life changing for me personally. Not all experiences I participated in went as smoothly as planned, but that is part of one's life experiences. Part of the learning process is reflecting, adapting, and using new skills in the future.

Looking back on my first internship, I did not feel prepared nor supported. I accepted an internship that included a long commute, with a site that was not vetted by my institution, with a supervisor that was not very welcoming. Overall, the internship was a good experience but if I had to do it over again I would have tried to find something closer to home and in a different environment. My second internship was in a food pantry that served college students, I saw firsthand the barriers students face. I interacted with a wide range of students that came from different backgrounds, upbringings, and all had varied life experiences. Despite any background or barrier, it is my experience that students want to learn and they want to be successful. I believe that students deserve the opportunity to learn and explore the world around them regardless of barriers.

Some of the risks and challenges associated with high impact practices are not recognized by all. There is considerable preparation in developing an internship program. From creating structure and policy, establishing community relations, educating and supporting, maintaining relations and evaluating the entire process—much work needs to be done to create, maintain, and assess quality internships. High impact practices can have long-lasting, meaningful impacts on students including increasing student engagement and retention. While this is important, the

quality of these practices is vital to student success. There are many components to creating quality internships and one aspect to begin with is student preparation and support.

Conclusion

High impact practices are meaningful and important aspects of student success. There are a variety of issues that need to be reviewed to begin the processing of creating quality internships for students. From internship preparation such as vetting community sites to understanding the risks and liability associated with internships to proper supervision, there are critical aspects for institutions to review. Additionally, students need to be aware of and prepared for these aspects of internships. The intervention I present in Chapter 4 offers one way to prepare students for participation in their internship. While this is just one component in providing a quality internship for students, a similar preparation process needs be developed for community partners. It is imperative that the information provided to students is also provided to partners to ensure consistency. Partners should also be vetting to ensure they can provide a quality experience and safe learning environment for students. Proper screening and education of partner supervisors is key to the success of students. Continual assessment and evaluation of these practices will ensure quality internship programs are being coordinated for students.

Chapter Four

Introduction

Student participation in high impact practices, such as internships, is becoming increasingly more prevalent across higher education institutions worldwide. While the research on high impact practices has shown positive results, it is not clear what is being done to ensure the quality of these practices. This intervention will begin the effort of creating quality programs. While there are complex components to ensure quality at various aspects throughout an internship, this intervention will focus on student preparation. The following intervention will be implemented to prepare students to navigate their career choice early in their college career, understand the time and financial commitment of completing their internship, and increase self-advocacy to reduce barriers inhibiting participation and success.

Proposed Solution

It is a disservice to students to review internship requirements by the third year in a students' academic career. The following intervention is only one step to increasing quality internships beginning with student preparation and support. *Internship Prep*, is an online module given to students at the point of declaration of a major and will provide additional time for students to learn about the program requirements of an internship. Students will complete all module components prior to entering their internship. Internship coordinators will need to verify that students have completed all modules before placing students into their internship. Advisors, during advising session, can also reiterate this requirement. This module will be best inserted as a zero-credit course or listed as an assignment throughout the curriculum. The modules will better prepare students to participate in the internship, increase transparency about the process,

allow students to understand financial expectations, and campus resources available, and additional out of pocket expenses.

Module topics will include:

- Career Readiness - pair with career center alumni mentor, strengths-based survey to match skills to possible career choices
- Exploration of On-Campus Resources – including pantry, career closet, financial aid
- Relevant Laws - department of labor, liability
- Clearances and Background Check Information - what is needed, how much do they cost
- Time Management - classwork, work, travel time, personal
- Financial Implications - transportation costs, food, parking, insurance

Best practices and future “next” practices in higher education

While research shows that internships and other high impact practices are integral to student success (Kuh, 2008), institutions need structures in place to support students, especially those completing unpaid internships. Support is needed to guide students throughout the internship lifecycle.

The Center for Research on College-Workforce Transitions is leading additional efforts in researching internships. “Evidence is also growing that the quality of internship programs is mixed, that opportunities may be inaccessible to low-income and working students, and that some organizations lack the resources and expertise to implement high-quality programs.” (Center for Research on College-Workforce Transitions, n.d.). Holding an Annual Symposium on College Internship Research, their goal is to create conversation and support research that is focused on exploring the actual quality of internship program, internship program design, and how internships are or are not preparing students for 21st century competencies.

Additionally, according to the Hope Center for Community and Social Justice one third of students face food and housing insecurity (The Hope Center for College, 2020). While food and housing insecurities are barriers that students need to survive, other barriers exist. Institutions need to acknowledge and account for additional barriers and provide support when necessary.

Purpose

This program should be offered by the academic department and be included as an assignment or a zero-credit course. The purpose of the program is to educate students broadly about typical internships and what resources are available to student prior, during, and after their internships and throughout their undergraduate career. Departments can add specific requirements, language, and competencies as applicable. As soon as a student is enrolled in a program that requires an internship to graduate, they will be enrolled in this online module program through the institutions learning management system. Students will complete one module per semester for a total of six modules prior to beginning their final internship. Since students do not typically participate in internships until their final semester, this program aims to educate students early and disclose the process and hidden costs associated early in a student's career.

***Internship Prep* Goals and Objectives**

There are many program goals that will be accomplished by developing and implementing *Internship Prep*. Below are the articulated goals and objectives.

1. Educate and prepare students for their internship
 - Require student to complete pre-internship module
 - Inform students on legal and financial implications

- Increase time management skills, self-advocacy and reduce stigma around receiving support
 - Identify student strengths and align with future career possibilities
2. Respond to the needs of student barriers to complete internships
- Create resource list in collaboration with on campus resources including: career closets, food pantry, emergency funds
 - Reduce stigma around barriers
 - Identify student ambassadors to champion the effort and share experiences

Based on participation in *Internship Prep* students will achieve the following program outcomes.

- All students will understand the expectations and implications of their internship program
- Students will report that they have the resources needed to accomplish their internship experience
- Students will self-report that they felt supported during the internship experience
- Students will self-report they feel prepared for a future career in their field

The following are learning outcomes students are expected to achieve by participating in *Internship Prep*.

- Students completing the pre-internship module will be able to identify obstacles they may face in internships and resources on how to overcome them
- Students will have a self-reported increase of self-advocacy and be able to identify resources available to them

- Students will increase their knowledge of future career possibilities

Theoretical Framework

Schlossberg's (1989) Marginality and Mattering is a student identity theory that is reflected in my intervention. "Feelings of marginality often occur when individuals take on new roles. Especially when they are uncertain about what the new role entails", while "Mattering is our belief, whether right or wrong, that we matter to someone else" (Patton et. al., 2015). According to Schlossberg (1989), the first aspects of mattering include attention, "the feeling that an individual is noticed" and importance, "a belief that the individual is cared about" (p. 37). Students engaging in new experiences for the first time can bring on a variety of emotions and many questions can arise. The module will answer questions students may have about their internship and lay out the foundation for what students can expect throughout their academic career and help students feel like they matter and are supported.

Theory of Learning

Experiential Learning Theory (ELT) uses four components to synthesize the knowledge gained by experience. The four components are: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). The cycle begins with an experience and once complete one will review and reflect on the experience. Next, the learner conceptualizes what was learned from the experience and then uses/experiments with the knowledge gained (Kolb, 1984, 13). Not limited to adult learners, ELT is a learning process that can be applicable to groups as well as individuals and across all fields.

Internship Prep Program Proposal

Upon enrollment in a degree program that requires an internship, students will be enrolled in a zero credit "internship management" course in the institution's Learning Management

System. Students will be required to complete the modules and submit reflection activities prior to being matched with a partner agency for their final internship. To begin, this program will be piloted to measure effectiveness and evaluation can be compared to students not participating in the program to measure preparation and effectiveness.

Transfer students should still participate. As a transfer student, these pieces will still be important as they navigate a new institution and or major. Students with disabilities needing assistance should contact their institutions office for students with disabilities. Many activities can be altered to provide the experience to all students regardless of ability.

Specific competencies by accrediting bodies can be inserted whenever applicable. For this example, career ready competencies set forth by NACE (The National Association of Colleges and Employers) will be used. The NACE competencies have been developed by a task force composed of professionals from institutional career service centers and staffing professionals. These competencies have been identified by the task force as skills needed to be successful in the workforce (Career Readiness Defined, n. d.) For full list of competencies see Appendix B.

Students will receive monthly reminders to complete the modules. Programs and advisors should be aware of the program and its components to bring up in advising sessions, orientations, and as many touch points as possible.

Program Components

Internship Prep is a series of six online modules. Students will complete one module each semester until they enter their internship. Upon completion of their internship they will complete an evaluation to assess the impact of the program. Each module is aimed and providing knowledge to students that will support and prepare them to be successful in their major and internship. Each module description is listed below. For full details see Appendix B.

Internship Prep

Modules

Session 1 - Exploring Resources on Campus

For additional details see Appendix C. Implemented during the first semester, this session students are welcomed to the university and are introduced to their major. Students will participate in an on-campus scavenger hunt. Students will be given a list on campus resources and student affairs departments. Encouraged to find a partner or group to do this with, students will visit a variety of offices around campus. Students will complete a written reflection or vlog about their experience and what was a new office/area they are now familiar with.

Session 2 - Career Exploration

For additional details see Appendix C. Implemented during the second semester, this module will explore student strengths and careers in their major. They are tasked to complete a strengths finder survey and at least one additional activity and submit a reflection based on the results of their activity. Students will submit a goals sheet.

Session 3 – Time Management

For additional details see Appendix C. Implemented during the third semester or the fall of the students second year. This module reviews time management. Students will estimate how many hours per week they spend on attending class, homework, extracurricular activities, sleeping, etc. They will enter their number of hours and compare to those actual numbers of hours per week. Next students will add their number of internship hours they are anticipating completing each week. Students will review and plan for how they will make time for their internship.

Additionally, students will begin to review competencies and reflect on how they can achieve competencies throughout the remainder of their academic career.

Session 4 – Internship Search and Goal Check

For additional details see Appendix C. Implemented during the fourth semester, this session students will review the remaining competencies and reflect on how they can achieve competencies. This module reviews a list of questions as they research their internship. Their reflection will include a check in on the goals they created the previous year.

Session 5 – Final Preparation

For additional details see Appendix C. Implemented during the fifth semester or the fall of the students third year, this component will review financial aspects for students to consider. While students are likely in the phase of interviewing and obtaining their internship site this module will allow students to seek out the financial implications of their internship. Students will review the goals they set during their first year.

Session 6 - Leadership in Your Internship

For additional details see Appendix C. Implemented during the sixth semester, this session students will learn the differences between characteristics of an internship and implications of paid versus unpaid internships.

Acknowledgement

Students can use this *Internship Prep* on their resume and can mention learning outcomes in their internship interview.

Implementation and Funding

Implementation concerns including tracking and monitoring student progress. Internship Coordinators can help facilitate the process and answer any questions. A Graduate Assistant from the department could be of assistance to track and monitor the program. Ideally if connected to

the curriculum the content can be a required zero credit course. Graduate Assistants can also be good resources for input and improvement. Advisors can also bring up the modules in annual advising sessions to ensure students understand the importance of the program.

It is hopeful that no additional funds will be needed at the start of the program. Since the modules are created, it would be expected that the institutions learning management team can support the creation of a site and assist with adding content to modules.

Marketing

This course could even be impactful if completed in conjunction with a career center. As career centers assist students and alumni, this could be an attractive pairing. Students may be interested to know there is a dedicated team to assist them during their academic career and even after graduation. Alumni may want to also get involved as a mentor or guest speaker to discuss what “life” is like given their chosen career path. Alumni may also be interested in hosting an intern or recruiting new graduates. Engaged alumni may also be willing to financially support a student in need or donate to a specific fund to help offset costs to students participating in internships. Parents may also be another stakeholder, by showing this level of support and connections. Participation in this module could also be a marketing point for students on their resumes and interviews.

Conclusion

In this chapter I reviewed the main program components of my intervention of *Internship Prep*. This pre-internship module is for students entering a degree program with an internship requirement. Students are expected to participate in one module each semester up until they enter their internship. Students will participate in one activity and submit one reflection each semester. These modules will provide students will career exploration, time management skills to be

successful in both their academic and future career. Liability and risks are also reviewed in efforts to prepare students to be aware of the implications of internships.

Chapter Five

Introduction

Leadership in Higher Education is imperative when making and leading change. Working teams look to a leader for guidance, support, and to keep propelling the mission or project forward. While there are many styles of leadership, below I will outline what I believe is impactful and effective leadership in higher education. I will also review some challenges anticipated in the implementation of *Internship Prep* and ways relational leadership will help overcome them.

Characteristics of Effective Leadership in Higher Education

A relational leadership style is key to effective leadership in higher education. Effective leaders focus on the skills and strengths of a team and building relationships versus a hierarchy or positional leadership style that can undermine abilities and stifle creativity. “Strengths-based educational approaches are governed by the principle that capitalizing upon one’s best qualities will lead to greater success as opposed to focusing on remediating one’s weaknesses” (Lopez & Louis, p. 2). Cross collaboration, unity, and inclusion amongst professionals, between departments, and across the institution are imperative to success. Kouzes and Posner (1987) have defined practices of exemplary leadership. Five practices to their leadership model includes the following:

1. Modeling the Way - by exhibiting professional behaviors and standards you want others to emulate
2. Inspiring a Shared Vision – ensuring a meaningful common vision amongst team members and allowing others to contribute their ideas

3. Challenge the Process – taking risks and seeking out new ideas to make meaningful change
4. Enabling Others to Act – creating a collaborative environment where team members feel comfortable share and executing their ideas; instilling mutual respect and trust
5. Encouraging the Heart – acknowledge and celebrate strengths and accomplishments

Effective leadership also includes:

- Including team members into contributing to goals
- Allowing all voices to be heard to gain insight from various perspectives
- Empowering and communicating to create buy-in
- Empathy, adaptability, and honesty
- Providing timely and ongoing feedback

There are many components to leadership and skills necessary to implement programs and make change. It takes a team to be successful and leaders will also need caring and motivated team members to make progress.

Leadership and *Internship Prep*

High impact practices have a direct impact on student success including retention rates. These practices can also prepare students with 21st century skills that will enable them to be ready to enter their first job and be successful in future careers. Engaged students can create happy and engaged alumni which can have an impact on future internship opportunities and create alumni mentors. Looking at the mission and vision of the institution and making the connection to student success will be one way of making the effort to initiate change. There are several aspects to why increasing the quality of high impact practices is important for students,

staff, and the institution. The intervention presented in Chapter 4 is a proactive approach and only one step in creating quality internship programs.

Creating and maintaining relationships with all stakeholders will be vital to move this initiative forward. Foreseen challenges include getting the team on board, coordinating the best implementation strategies, tracking progress over the course of a student's career, and evaluating and revisiting content after a successful run of the program. Since this program does not get off the ground without all participants in favor, sharing the vision and its importance will be key to moving the program forward. Obtaining input and from stakeholders will create buy in, ensure that all areas and topics are covered.

Collaboration will be imperative with information technology/educational technology teams, faculty, internship coordinators, on campus legal representatives, and students. Input from all these partners will assist in the implementing the program. Faculty input will be important in many facets including embracing the program components to speak to the program in class and in advising sessions and for program improvement for future sessions. Relying on the team will be vital to the implementation and success of the program.

Evaluation and Assessment

Evaluation and assessment are vital to refining programs and understanding what “works”. As changes occur, technology advances, and institutions expand, evaluation and assessment allows institutions to refine and edit programs to meet the needs of students. A post-evaluation, which can be found in the Appendix D has been created to be given to students participating in the program to measure its effectiveness. Once students submit their end of semester reflection, they will be prompted to complete an evaluation based on that module. Each evaluation will ask students to rate the content and will also ask a few qualitative questions.

Feedback will help refine the program requirements moving forward. Since this program specifically addresses student preparation and support, students must be involved with how they would like to be supported. Based on what content worked well or what content missed the mark, the program will be modified moving forward. The survey assesses each module and its effectiveness, assess the amount of time it takes to complete, any technology or challenges in completing the modules. (See Appendix D).

In addition to surveying students, faculty input and feedback will be vital to the future success of the program. Faculty also have a pulse on the student reactions as they participate throughout their career and will have firsthand knowledge of the student's perspective.

Additional Topics for Future Research

There are several aspects around high impact practices and internships that have not been addressed by this intervention. While preparation and support are important for students to succeed there are many other factors to consider. I will briefly review a few topics below.

Funding

It is not feasible to continue to require students to complete internships without any compensation. Funding needs to be available for students to create equity and access for all students. Travel grants, stipends, or assistance with out of pocket expenses such as clearances needs to be addressed. Most adults do not work for free, why do we expect students to? In addition to funding for students, dedicated staff/faculty should be specifically dedicated to overseeing the entire internship process.

Partner Sites

Internships would not exist without partner sites. This piece should be next in improving the quality of internships. Partner sites need to be properly vetted along with supervisors. Like students, an onboarding process should be established so expectations of internships are understood by both partners. Institutions will need to provide training to partner sites and partner supervisors on accountability, supervision, as well as diversity and inclusion topics.

Definitions

As mentioned earlier, definitions of internships vary by institution, specific program or even regionally. In efforts to continue research, a common set of definitions needs to be created and used. This clarity will assist with both research and practice.

Hour Requirements

While Kuh (2008) speak to the number of high impact practices that students should participate in to create the greatest impact, they do not mention a specific hour requirement. Many departments and accrediting bodies require students to complete a specific number of hours for degree completion. Is counting hours the best way to measure impact? More research needs be done regarding the “magic number” that creates a better nurse, journalist, teacher, or social worker. Does it make sense for students to reach a certain number if they aren’t completing meaningful work? If counting hours is not the best way to measure an internship, what is? Given the current state of higher education and its reaction to the COVID-19 pandemic, some of the hour requirements are being reevaluated and supplemental activities are being integrated.

Community Assessment

With the increase of internships, how are institutions finding appropriate sites for students within the community? It could be possible that more internship positions could exist if partnering agencies were aware of the skill and capabilities of students. On the other hand, an institution located in a metropolitan area is competing with other schools over the same placements. Are there enough quality placements for all students?

Conclusion

High impact practices include a variety of engaging opportunities for students to participate in such as undergraduate research, internships, volunteering and service learning. Research shows that participation in high impact practices have positive implications on student engagement and retention (Kuh, 2008). While these practices are a component to student success it is important that institutions are ensuring that students are aware of these opportunities and their benefits while taking note of quality and access to all students. One way to ensure quality and access is to provide more oversight to the coordination, implementation, and evaluation of internships. The intervention presented in Chapter 4 provides just one intervention to create quality internships for students. *Internship Prep* provides students with preparation, support, and context around a required internship and is only one aspect of increasing the quality of internship programs.

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Appendix A

The Fair Labor Standards Act of 1938 (FLSA)

1. “The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.”

Appendix B

NACE Competencies

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- **Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload

management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences. (Career Readiness Defined. n.d.)

Appendix C

Module Examples

Session 1

TOPIC	Resources are on campus to support you throughout your career!
NACE Competencies:	Written/Oral Communications, Teamwork/Collaboration, Digital Technology

Welcome to the University! We are glad you are here and want to help you succeed! Each semester you will complete a short module to prepare you for your internship. Each section will get you closer to your internship and graduation.

Regardless of your career path, these skills will assist you throughout your future career and as a student!

Activity:	Campus Scavenger Hunt - Find a classmate, your roommate, or a few friends to participate with you! Stop by (at least!) three of these offices and take a photo at each location you visit. Cannot make it in person? Go to their website to learn more about the programs/events/services offered.
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How can these areas support you?

- Tutoring services
- Financial Aid office
- Pantry/Career Closet
- Student Union
- Health Services
- Library
- Center for Women and Gender Equity
- Campus Recreation
- Center for Trans and Queer Advocacy
- Office of Equity and Inclusion
- Multicultural Center
- IT Help Desk
- Counseling Services
- Career Center
- International Programs/Study Abroad

Submit:	<ul style="list-style-type: none"> • Reflect on your major. What did you choose? What would you hope to do in the future? • 3 photos from your scavenger hunt or one paragraphs about each office you researched
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	<ul style="list-style-type: none"> Write a reflection (two paragraphs) or record a vlog (1-2 minutes) of your review of three offices and how they can support you throughout your career. <p>*In your reflection answer the following: What (did you learn)? So what (Why is it important)? Now what (what will you do with this new knowledge)?</p> <p>**If submitting a vlog, do your best with what you have! You will not be penalized or rewarded for video production. Use your phone, tablet, or computer.</p>
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Session 2

TOPIC	Career Exploration - Choose your OWN adventure!
NACE Competencies:	Career Management, Digital Technology, Written/Oral Communications

How well do you know possible career opportunities based on your major? What are your strengths that could help you in your college career or future job path? Take a few moments to explore the below options.

Activity:	<p>Complete the Strengths Finder:</p> <ul style="list-style-type: none"> Complete Clifton Strengths Finder <p>Choose (at least!) one additional activity below:</p> <ul style="list-style-type: none"> Make an appointment (in person or virtual) with Career Services to discuss potential career paths <insert career services link here> Apply to be matched with an alumni mentor <if applicable, insert link to information> Create a LinkedIn account Volunteer - find an organization that you are interested in that reflects a career you are interested in pursuing <link to volunteer resource on campus on in county/city/state>
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Submit:	<p>Before the end of the semester upload a written reflection* (2 paragraphs in length) OR vlog** (1-2 minutes) based on your participation in one of these activities and answer the following questions.</p> <ul style="list-style-type: none"> • Complete the strengths finder as well as (at least) one of the additional activities • Answer the following questions and upload your reflection: <ul style="list-style-type: none"> a. What career opportunities are available in your major? b. What are your strengths? What surprised you? c. List 3 goals for your time throughout college? What do YOU want to get out of your college experience? d. How did your participation in the activity below help you explore or learn more about career opportunities in this major? e. Check in with a classmate, what activity did they participate in? <p>*In your reflection answer the following: What (did you learn)? So what (Why is it important)? Now what (what will you do with this new knowledge)?</p> <p>** If submitting a vlog, do your best with what you have! You will not be penalized or rewarded for video production. Use your phone, tablet, or computer.</p>

Session 3

TOPIC	Where Does Your Time Go?
NACE Competencies:	Professionalism/Work Ethic, Critical Thinking, Written/Oral Communication

Activity:	<p>Time management is important when juggling many activities. This exercise will help you plan the time commitment of your current course load. Then add your internship hours on top and think about a plan on how to manage.</p> <p>There are 168 hours in a 7-day week. Enter the number of hours you participate in each activity per week on the lines. And then subtract your number from 168.</p> <p>Students should spend at least 2.5 hours per credit studying. For the first activity take the number of credits you are taking this semester and multiply by 2.5. Example: 12 credits = 30 hours</p> <table border="1"> <tr> <td>Take the number of credits per semester X 2.5</td><td></td></tr> <tr> <td>Social Time per week</td><td></td></tr> <tr> <td>Sleeping per week</td><td></td></tr> </table>	Take the number of credits per semester X 2.5		Social Time per week		Sleeping per week	
Take the number of credits per semester X 2.5							
Social Time per week							
Sleeping per week							

	Employment hours per week	
	Caring for/spending time with family per week	
	Eating	
	Hobbies/Sports/Gym	
	Getting ready (showering, brushing teeth, etc.).	
	TOTAL HOURS busy per week	
	Subtract 168 to see how much Free time you have....	
	<p>Now that you have done your average weekly time log. Add your internship hours, be sure to account for travel/commute.</p> <ul style="list-style-type: none"> • How many internship hours per week: • Commute time: 	
Activity:	<p>Review the NACE Competencies: <u>Career Readiness Defined</u></p> <p>NACE (National Association for Colleges and Employers) created a set of skills that are vital to graduates entering the workforce. Regardless of your career choice these skills will help you be successful in any position you choose.</p> <p>Review each competency and definition. Write a few words or write an example of an experience you had for each competency.</p> <p>What could you do to move your skills along? What on campus resources could help you get there?</p>	
Competency		What experiences have you had that address this skill?
How can you further develop this skill?		
<p>Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.</p>		

Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.		
Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.		
Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.		

Submit:	<p>Before the end of the semester upload a written reflection* (2 paragraphs in length) OR one vlog** (1-2 minutes) based on your participation in one of these activities and answer the following questions.</p> <p>*In your reflection answer the following: What (did you learn)? So what (Why is it important)? Now what (what will you do with this new knowledge)?</p> <p>** If submitting a vlog, do your best with what you have! You will not be penalized or rewarded for video production. Use your phone, tablet, or computer.</p>
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Session 4

TOPIC	Internship Search and Goal Check
NACE Competencies:	Critical Thinking, Written/Oral Communication, Leadership, Career Management

Activity:	<p>Review the NACE Competencies: <u>Career Readiness Defined</u></p> <p>NACE (National Association for Colleges and Employers) created a set of skills that are vital to graduates entering the workforce. Regardless of your career choice these skills will help you be successful in any position you choose.</p>
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<p>Review each competency and definition. Write a few words or write an example of an experience you had for each competency.</p> <p>What could you do to move your skills along? What on campus resources could help you get there?</p>		
Competency	What experiences have you had that address this skill?	How can you further develop this skill?
Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.		
Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.		
Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.		
Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.		

Activity 2:	<p>Internship search: Take a look at internship opportunities online or through the career services website to start to seek out an opportunity that is right for you. Take note of the following:</p> <ul style="list-style-type: none"> • Where are they located? • Will this be paid or unpaid? • Network - let people know you are searching! • Attend a job/internship fair • Will there be on campus interviews scheduled? • How is your resume or cover letter? - Send it to Career Center for a review • Schedule a mock interview with the Career Center
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Submit:	<p>Before the end of the semester upload a written reflection* (2 paragraphs in length) OR one vlog** (1-2 minutes).</p> <p>GOAL CHECK! - Go back to your goals you submitted in module 2. How are you progressing? Check in with a classmate – share your goals and set a date to hold each other accountable to meet those goals.</p> <p>*In your reflection answer the following: What (did you learn)? So what (Why is it important)? Now what (what will you do with this new knowledge)?</p> <p>** If submitting a vlog, do your best with what you have! You will not be penalized or rewarded for video production. Use your phone, tablet, or computer.</p>
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Session 5

TOPIC	Final Internship Prep
NACE Competencies:	Career Management, Professionalism/Work Ethic, Critical Thinking/Problem Solving

While your internship may still seem far away, there is much work to be done! Watch this video, review the prompts below. A video of students and their advice and self-advocacy tips!

Activity:	<p>Will an internship cost you more money?</p> <p>When searching for an internship keep in mind that there will be additional out of pocket costs.</p> <p>The onboarding process is different for each internship. You may be asked to obtain: background check, immunizations, additional insurance, or drug screenings. Working with children? You may need child abuse screening or</p>
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	<p>additional clearances and training. While it may not “seem” like much, these costs add up!</p> <p>Below includes <i>estimated</i> pricing. These are rough estimates that change from year to year. Some of these prices will depend on insurance co-pays.</p> <p>Background check: \$22-35 Immunizations: \$20/per immunization Drug Screenings: \$25-50 (some drug screenings can cost up to \$100) Professional liability insurance \$35 Transportation - how long does it take to get to your internship? Will you use your private vehicle or take public transportation? Where and how much will it cost to park?</p> <p>Funds: Check with your internship coordinator to see if there are any grants or monies available to help offset costs.</p> <p>How can some of the resources you research in your first-year support you now? Do any organizations or clubs you are part of offer scholarships?</p>
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Check In:	<p>How are you progressing on excelling in the competencies? What are 2 competencies you can focus on this semester? Go back to review your goals? How have they changed?</p> <p>Check in with a classmate. How are they progressing on goals/internship preparation?</p>
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Submit:	<ul style="list-style-type: none"> Write a reflection (two paragraphs) or record a vlog (1-2 minutes) of your review of three offices and how they can support you throughout your career. <p>*In your reflection answer the following: What (did you learn)? So what (Why is it important)? Now what (what will you do with this new knowledge)?</p> <p>**If submitting a vlog, do your best with what you have! You will not be penalized or rewarded for video production. Use your phone, tablet, or computer.</p>
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Session 6

TOPIC	Leadership in Your Internship
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NACE Competencies:	Leadership, Critical Thinking/Problem Solving
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While your internship may still seem far away, there is much work to be done! Watch this video, review the prompts below. A video of students and their advice and self-advocacy tips!

Activity:	<p>What IS an internship? What IS NOT an internship? Choose IS/IS NOT for the following sentences</p> <p>An Internship</p> <ul style="list-style-type: none"> • IS/IS NOT always a paid position. <p>An Internship:</p> <ul style="list-style-type: none"> • IS/IS NOT a way to learn about a career path. <p>An Internship:</p> <ul style="list-style-type: none"> • IS/IS NOT a way to apply classroom knowledge to a hands-on experience. <p>An Internship:</p> <ul style="list-style-type: none"> • IS/IS NOT a great way to build your network. <p>An Internship:</p> <ul style="list-style-type: none"> • IS/IS NOT going to guarantee you a full-time position after completing. <p>An Internship:</p> <ul style="list-style-type: none"> • IS/IS NOT going to get coffee for your boss and make copies.
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Review:	<p>Paid. Vs. Unpaid.</p> <p>Department of Labor created a test to distinguish employee versus intern. Organizations providing internships should abide by the following. Follow up with your internship coordinator or faculty member for additional details.</p> <ul style="list-style-type: none"> • Interns should not displace paid employees • Internships compliment classroom learning and should be tied to academic credit • Internships should have a clear start and end date and provide beneficial learning and should align with the academic calendar • The expectation is that the intern will not receive compensation <p>Communication is key. If something does not feel right, it is best to speak with an internship coordinator or your faculty advisor.</p>
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Submit:	<ul style="list-style-type: none"> • Reflection: Go back and take a look at your reflections and videos. How far have you come? Were you able to meet the goals you set out for yourself in session 1? Review your competencies, what experiences can you add to the list? What else will you gain in your internship that you can add?
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	<p>*In your reflection answer the following: What (did you learn)? So what (Why is it important)? Now what (what will you do with this new knowledge)?</p> <p>**If submitting a vlog, do your best with what you have! You will not be penalized or rewarded for video production. Use your phone, tablet, or computer.</p>
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Congratulations on the completion of all required pre-internship modules! You are ready to begin your internship! Print your certificate of achievement and feel free to add to your resume. Good luck and please reach out with questions!

Appendix D

Assessment and Evaluation

Module 1 - Topic: Resources are on campus to support you throughout your career.

Answer the following

Strongly Agree, Agree, Neutral/Undecided, Disagree, Strongly Disagree

1. I know resources on campus that are available to me.
2. I now feel comfortable accessing resources on campus.
3. I was able to collaborate with a fellow student on this project.
4. What was most helpful?
5. What was least helpful?
6. As a new student to the university/department, what can be done to improve this session?

Module 2 - Topic: Career Exploration - Choose your OWN adventure!

Answer the following.

Strongly Agree, Agree, Neutral/Undecided, Disagree, Strongly Disagree

1. I know what career options are possibilities for me with this degree.
2. I am happy with my choice in major and possible future career.
3. I will check in on my goals frequently and adjust as needed.
4. What was most helpful?
5. What was least helpful?
6. As a new student to the university/department, what can be done to improve this session?

Module 3 - Topic: Where Does the Time Go?

Answer the following.

Strongly Agree, Agree, Neutral/Undecided, Disagree, Strongly Disagree

1. The time management exercise will help me make time for my internship.

2. I have read and understand the competencies from this module.
3. What was most helpful?
4. What was least helpful?
5. What can be done to improve this session?

Module 4 - Topic: Goal Check

Answer the following.

Strongly Agree, Agree, Neutral/Undecided, Disagree, Strongly Disagree

1. I feel confident I am able to meet the goals I had set out for myself.
2. My goals have shift from when I originally created them.
3. I connected with a friends/classmate about my goals and we will hold each other accountable to check in about them.
4. What was most helpful?
5. What was least helpful?
6. What can be done to improve this session?

Module 5 - Topic: Internship Prep

Answer the following.

Strongly Agree, Agree, Neutral/Undecided, Disagree, Strongly Disagree

1. I understand the out of pocket financial costs my internship could cost me.
2. I feel comfortable researching/seeking out an internship.
3. I feel comfortable asking for help if I need it.
4. I know of on campus resources that can help with the internship search, interview, process.
5. What was most helpful?

6. What was least helpful?
7. What can be done to improve this session?

Module 6 - Topic: What IS an internship? What IS NOT an internship?

Answer the following.

Strongly Agree, Agree, Neutral/Undecided, Disagree, Strongly Disagree

1. I understand the difference between a paid and unpaid internship.
2. I feel comfortable asking for help if I am unsure of something regarding my internship.
3. I feel prepared to begin my internship.
4. What was most helpful?
5. What was least helpful?
6. What can be done to improve this session?

End of internship evaluation.

Answer the following.

Strongly Agree, Agree, Neutral/Undecided, Disagree, Strongly Disagree

1. I felt better prepared than other interns at my site based on the completion of these modules.
2. I was able to set and meet the goals I outlined for myself.
3. My internship experience prepared me for a future career.
4. My internship supervisor provided guidance and support.
5. I have increased my network by participating in my internship.
6. I was feel more comfortable using technology by participating in these modules.
7. These modules were helpful in knowing what resources are available to me on campus.

8. I am aware of the competencies for my major and why they are important to my future success.

What was the most helpful module or activity that prepared you for your internship?

What was the least helpful module or activity?

Any additional thoughts or feedback: